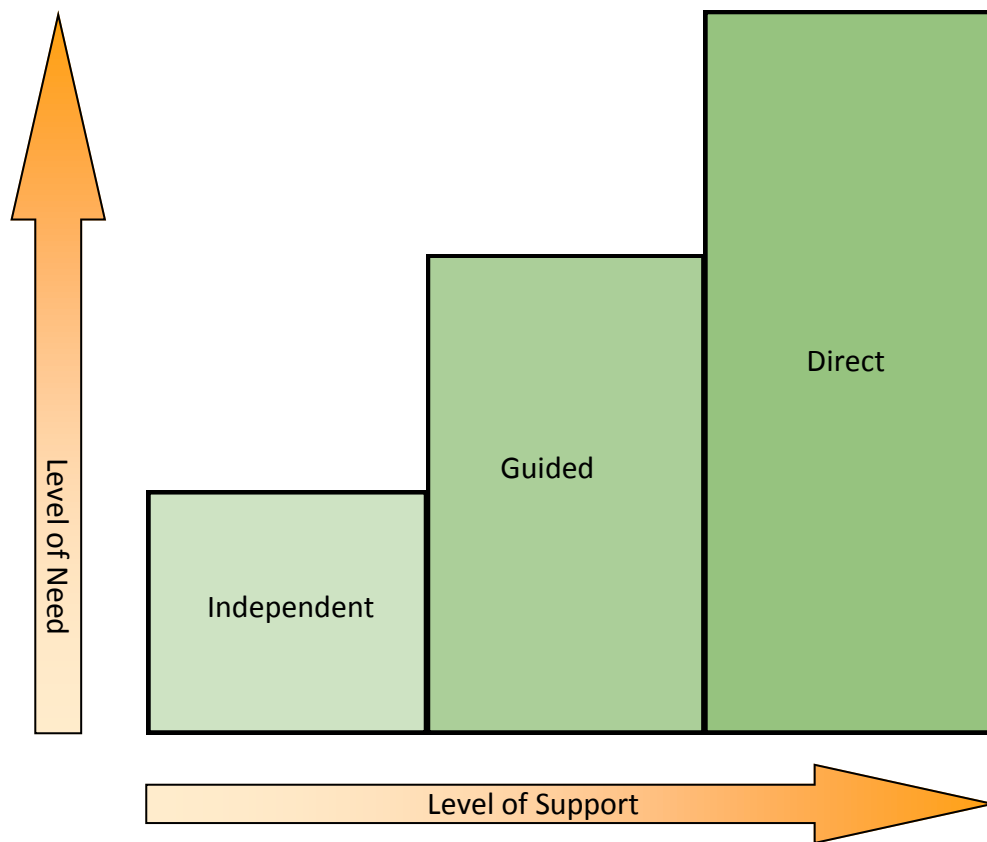# Levels of Support

Independent with Support –Based on the outcomes of the risk analysis, the LEA receiving this level of support is at a low risk of needing additional supports/activities to improve student outcomes. LEAs identified in this category demonstrate an understanding of data analysis. LEAs in this level of support have the capacity to make instructional decisions to improve student outcomes. Technical assistance is provided as needed. Data collection results are reported to ADE for validation.

Activities include:

- LEA collects Indicator 11 and 13 data, which are validated by the ADE specialist. **(See Appendix E)**
- LEA collects Post-School Outcome data (where applicable).
- LEA collects Parent Involvement Survey.

Technical assistance for a school in this category is provided by the Program Support and Monitoring specialist based on need or request. A site visit may or may not be conducted.

Guided Support – Based on the outcome of the risk analysis, the LEA receiving this level of support is at medium risk of not improving student outcomes. LEAs identified in this category have data that reflect student growth and may have the knowledge to analyze and make educational decisions to improve student outcomes. LEAs that fall in the guided support category examine its own internal systems for compliance and student outcomes. Professional development is provided based on the LEA's need. Data collection is required, and support is determined by the LEA's capacity.

Activities include:

- LEA collects Indicator 11 and 13 data, which are validated by the ADE specialist. **(See Appendix E)**
- LEA collects Post-School Outcome data (where applicable).
- LEA collects Parent Involvement Survey.
- Collaborative conversations held about internal systems of supervision and/or data decision making.
- LEA completes a Guided Support Plan.

Professional development is based on the needs assessment of the LEA. A site visit would be required.

Professional development options:

- Webinars
- GoToMeetings
- In person
- Regional
- Clustering

Topic areas for building internal systems for IDEA requirements:

- Keys to Successful Outcomes KEYS
- Prior Written Notice
- Evaluation Process
- Role of the General Educator
- Leading an IEP Meeting
- Other topics as determined by LEA need

Topic areas for improving student outcomes:

- Least Restrictive Environment
- Specially Designed Instruction
- Data Driven Decision Making

The ESS specialist assigned to your school can also provide information about other resources/training within ADE.

Direct Support –Based on the outcome of the risk analysis, the LEA receiving this level of support is at high risk of not improving student outcomes. LEAs that fall into this category are required to participate in the EDISA process as part of its monitoring activities. The EDISA process provides a framework in which the LEA learns how to analyze student data to make instructional decisions that will improve student outcomes. This is a five-year commitment on the part of the LEA which is grant funded. LEAs in direct support are accountable for participating in all aspects of the process. The EDISA process is differentiated based on the LEA's capacity to participate.

Examining Data to Improve Student Achievement (EDISA)

Examining Data to Improve Student Achievement (EDISA) is a collaborative partnership between the local education agencies and ESS in a team-training program designed to close achievement gaps between students with special needs and their nondisabled peers. EDISA facilitators and ESS coaches guide district- and building-level Data Action Teams through a data-use framework that supports continuous improvement by discovering causes of the gaps and developing plans to improve outcomes. The focus has been on reading thus far; however, any area can be incorporated into the framework.

This training focuses on eight stages of a comprehensive data-use framework. The concept has four phases: preparation, inquiry, planning, and action. The goal of the training is for teams to utilize data to identify the causes of the reading achievement gap between students with disabilities and their nondisabled peers and to narrow the gap by increasing positive outcomes in reading achievement for all students.

Year 1 – District (Systemic) Level

- Based on the LEA's capacity, the LEA team is guided through a data analysis and coached through the data-use framework.
- LEA develops a district-level action plan.

Year 2 – District-Level Implementation/Building-Level Participation

- Developed district action plan is implemented.
- LEA selects building-level participation based on analysis of data and need.
- Building-level teams (Data Action Team) is guided through data analysis and coached through the data-use framework.
- Building-level teams develop action plan.

Year 3 – Implementation

- Program improvement is based on district- and building-level action plans.
- District monitors building with support from ESS.

- District may possibly conduct a case study.
- Quarterly visits for evidence of implementation are made (Action Plan Calendar).
- Verification of applied strategic activities based on LEA Action Plan is completed.

Year 4 – Progress Monitoring

- Implementation of district- and building-level plans continues.
- Data are frequently collected and analyzed, which supports evidence of student growth.
- DAT team reviews and assesses for evidence of targeted student growth as a result of LEA's Action Plan.
- DAT reassesses implementation of Action Plan to support student growth.
- ESS continues to support the LEA.

Year 5 – Sustainability of Action Plans

- Implementation of district- and building-level plans continues.
- Data are frequently collected and analyzed, which supports evidence of student growth.
- DAT team reviews and assesses for evidence of targeted student growth as a result of LEA's Action Plan.
- LEA reassesses implementation of Action Plan to support student growth.
- ESS continues to support the LEA.

Interactive Eight is a web-based application that provides information on the data-use framework. This application is located on the ADE website under the Special Education Department menu.